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AUTHOR Evans, Barbara; And Others
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ABSTRACT

This presentation outlines a two week, no credit program offered to secondary students in the Shawnee Mission School District, Shawnee Mission, Kansas, which is designed to develop a "Career Oriented Individual." The program encompasses three phases of development: (1) awareness; (2) exploration; and (3) decision making. Its goal is to increase the career options available to individuals through a wide range of school and community resources. A Career Education Advisory Committee, which consists of parents who are engaged in a variety of careers, has been established for each school. Their expertise has proved to be a valuable asset to the program. The utilization of self-awareness inventories and occupational information from a variety of sources, in addition to the use of community resources, has contributed to the program's success. A list of suggested improvements is included. Slides designed for use with this presentation are not included. (KRP)

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CAREER DEVELOPMENT - SCHOOL/COMMUNITY CONCEPT

a presentation to the

American Personnel and Guidance Association
April 13, 1976
by

Barbara Evans, M.S.
Bill Miller, M.S.
John C. Stewart, Ph.D.
Steve Clegg, M.S.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION - Barbara Evans

It is a pleasure to be in Chicago at the 1976 APGA convention. I would like to introduce the program presentors. I am Barbara Evans ... Bill Miller, John Stewart and Steve Clegg and Florence Leasure, acting as our recorder. We are from the Shawnee Mission School District, Shawnee Mission, Kansas and are Coordinators of Career Development in our respective high schools. Those of us involved directly with the students are fully certified counselors and also have certification through the Kansas State Department which reflects our work experience outside of education.

I would like to begin this morning by giving you a brief background of our school district. Contrary to our name we are not an Indian reservation. We are located contingent to two large cities, Kansas City, Missouri and Kansas City, Kansas. We are often called a "bedroom community" of Kansas City, Missouri. Our school district enrollment is 41,369 students and we have 2,030 full time teachers. There are 49 elementary schools, 10 junior highs and 5 senior high schools. In 1975, 83 per cent of our graduates began college. A variety of vocational education programs are

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available to our high school students though the district does not have a separate vocational technical school. Shawnee Mission is located in Johnson County Kansas which is ranked third according to per capita income in the United States. Shawnee Mission is somewhat atypical as far as the sterotype which most people have of Kansas .... that of its wheat fields and other agricultural endeavors.

In 1974 and again in 1975, a survey was conducted by the Guidance and Counseling Department in our school district. The results indicated a need for career education in our schools. In response to this demand by our patrons we began to develop our present career development program.

In 1973-74 a pilot project was begun at a junior high school in the district. In 1974-75, the project was rewritten and through funding from the Kansas State Department and the vocational educational department, a career development center was established in two district high schools. This year career education was introduced to the three remaining high schools.

In developing our present program, we read the literature and personally consulted with Dr. Norm Gysbers and Dr. Bruce Shertzer. Many of the ideas incorporated into our program were those expressed by Dr. Robert Hoppock, Dr. Lee Issacson and Dr. Ken Hoyt. We corresponded with and personally visited many of the existing programs, such as that in Mesa, Arizona, Atlanta and Marietta, Georgia.

Our program is funded by our own Kansas two mill vocational education monies. As we did not have any federal grant to assist our program, all project

development was through our own district funds. We incorporated many excellent materials which already existed as the Dictionary of Occupational Titles and the Occupational Outlook Handbook. Because there was no large grant of money to aid our program, we feel it can be adapted to any school district ... it can be used anywhere. It is flexible and can easily adjust to change. It is being used in rural Kansas as well as in our urban area.

As mentioned before, we capitalized on materials that were already established. We do not have any big package to sell you ... you will have to develop your own to meet your individual needs ... as we did .. however, we can show you how we have done it.

We began by establishing a philosophy as a point to work from ...
To us
CAREER EDUCATION IS A SYSTEMATIC ATTEMPT TO INCREASE THE CAREER OPTIONS AVAILABLE TO INDIVIDUALS THROUGH A WIDE RANGE OF SCHOOL AND COMMUNITY RESOURCES. IT FACILITATES MORE RATIONAL AND VALID CAREER PLANNING AND PREPARATION SO THAT WORK BECOMES POSSIBLE MEANINGFUL AND SATISFYING TO EACH INDIVIDUAL.

Our career development center, now established in each high school is designed to develop career oriented individuals by providing a single, centralized place where students can obtain relevent, current career information and assessment tools, develop skills necessary for seeking employment, and explore possible occupational alternatives.

This career center is staffed with a full time career counselor to work

with the students in their career exploration.

To us Career education involves at least four basic concepts:

1. Self: how much students know about themselves, interests aptitudes, abilities, values.

2. Work: what do students know about the world of work? How is work related to education?

3. Leisure: how does leisure fit in with the concepts of self and work? How do they affect each other?

4. Resources: what's available for students in our school, community to assist our students with decision making regarding their futures?

Our program encompasses three phases of career development:

1. Awareness

2. Exploration

3. Decision making

We recognize that a person throughout life will at various times be recycling through these various stages. Our objective is to teach a process so that when the need arises at any time in life, a person will know how to proceed through the career development process.

Essentially our basic task is to develop a career oriented individual. A person who knows how to interrelate their knowledge of self, the world of work and career preparation.

SLIDE PRESENTATION

Specifically, we would like to share our ideas on career education as we perceive it in our program at Shawnee Mission.

Being successful in any endeavor enables one to have a good self image, self concept and a sense of worthiness. Being successful and satisfied

in one's career again reinforces this opinion of worthiness. Because so much of our life style depends on the career we have chosen, it is a decision that demands considerable investigation, contemplation and action.

Unfortunately, as we all know, not all people find satisfaction in their work. Consequently, too many people take jobs rather than selecting a career. According to Robert Hoppock, when a person appears to act irrationally in choosing a career, failure to reach a decision may be attributed to: (1) inadequate information about self, (2) inadequate information about careers, or (3) inability to think clearly.

It is obvious that an individual would rather work in a chosen career than at a job that just happened to be available. The cliche "jobs just happen, careers don't" is certainly true. For an individual to select a career, a systematic plan is needed. It is our goal to aid the student in the process of making tentative career selections. We have a saying in Shawnee Mission -- that we are trying to develop a "Career Oriented Individual." We are not concerned about the student selecting a specific career at this time. However, we are interested in developing the student's self awareness and information about the world of work. We are aware that it is not possible to expose a young person to all of the various career choices available. But expansion of the student's knowledge of the various career clusters is certainly a worthy goal of the program.

We feel high school offers an excellent period for broad exploration of educational and vocational opportunities. A recent survey of parents of

the Shawnee Mission District high schools showed great demand for more career planning. In response to this parent demand, we began developing the present career education program. Our primary emphasis is in working with sophomores. However, the needs of the juniors and seniors are being met at their request.

Essential to implementing a new program into an existing school environment is the establishment of a cooperative relationship among administration, counselors, faculty and the career coordinator. In-service sessions were held to acquaint school personnel with the goals of the program. Prior to the beginning of school, a letter was mailed to the parents of each sophomore student explaining the program that would be available for their son or daughter. During the first week of school, students were given the Ohio Vocational Interest Survey so the results would be available to use in group activities.

A significant amount of student interest is created by the use of posters, strategically located throughout the school building and pamphlets which are distributed to the students. Because of previous orientation, the faculty is most helpful in encouraging students to participate in the program. In individual department meetings, the program was discussed and related to each teaching area. Emphasized were the services that the center provided to the students and the teachers, examples being the community resources and the speaker's bureau.

Of extreme importance was the extensive counselor in-service. Support and understanding of the career education concepts by the counseling staff is

a necessity, as success, cooperation and communication between the counseling staff and the resource center must be developed and maintained. The two must complement each other as many of their goals are the same.

Though all of the previous are important, we come to the crucial point of the program. The students are scheduled into the Career Development Center from study hall, or other free time. NOW the two weeks of activities must be made beneficial to them. It has to be worth their time, as participation is voluntary and no credit or grade is given. If the program is interesting and meets their needs, they will participate and encourage others to become involved.

So what student activities are available . . .
Initially, the two week program begins with a discussion of career education -- why we work and the factors and forces affecting career decisions. Small groups of ten to fifteen make it possible to personalize the group discussion.

It is paramount that all activities be student centered to achieve maximum growth. A pre-career appraisal is given to assess the career awareness level of the group before the activities begin. This appraisal is again administered at the end of the course to determine behavior change.

Students respond to an individual inventory which assists them in their career decisions.

The decision-making process is an integral part of the program. Exercises and activities are used to develop the students' awareness of how to make

a decision. One of the most important life decisions a person makes is his career selection. Gathering information about himself and career options is only a part of the process.

At this point, students receive the results of the Ohio Vocational Interest Survey and an in-depth interpretation is made by the coordinator. Students then explore their areas of interest. To have a broader understanding of related careers, we use the cluster approach. The clusters identified by Shawnee Mission are: art, business, communications, health, service, science and engineering, and applied technology. Using the OVIS manual the student explores his interest area. If a student desires more specific information in a particular cluster, the OVIS directs him to the Dictionary of Occupational Titles where information concerning educational levels, specific vocational preparation, aptitudes, interests, temperament and physical demands can be found.

Also available to students to enhance their career exploration process is the K-VIEW provided by the Kansas State Department of Education and Kansas State University which has on microfiche up-to-date career information. Other sources of information that the students may utilize are the Occupational Outlook Handbook and the information card file.

The information card file index is a collection of names and addresses where one can write for free or inexpensive career materials.

After the students have been given time to review the career material, they examine graduation requirements, high school courses and post-high school programs. With this information, they develop a high school plan

to meet their tentative career objective.

Prior to the conclusion of the group activities the students are given an over-view of where and how to find employment.

On conclusion of the two weeks of group activities, the students are scheduled for individual conferences with the Career Coordinator. At this time, the students' accumulated information is reviewed to identify possible career alternatives. The students' questions and concerns are discussed.

Now that the students know where the career information is located and how to use it, they are encouraged and invited to return to use the resource center as their needs or interests change.

Necessary to a career education program is the support of the community. A career Education Advisory Committee has been established for each school. Serving on the advisory committee are parents of students of the respective schools. These individuals are engaged in a variety of careers reflecting the seven clusters mentioned before. Their expertise is a valuable asset to the career education program.

How does the Coordinator fit into the program? Since we are working directly with the students, much of the program depends on our knowledge of what is available and our open-mindedness to the needs of the students. We are there to guide them in the process of career exploration, not to choose jobs for them.

This year is being given to involving the community in the career education process by having community career consultants speak to groups of students

interested in career areas. Still another goal is to develop in-depth exploratory programs in all seven clusters.

Our projections are to develop a placement process for the graduating seniors.

In closing, career education in Shawnee Mission is in its infancy. In evaluating the program, we are looking for feedback from all areas -- administration, teachers, parents, and most of all, students. Because there is no grade given in the ten day development process, students are very willing to discuss the strengths and weaknesses of the program..

The wisdom of the career choice, Kenneth Hoyt tells us, will depend on whether the student can be helped to gather data on three questions: What is important to me? What is possible for me? And what is probable for me? The challenge to career development is to find ways in which the individual can collect information and combine it with his own value system so that he can answer each question for himself.

THE CAREER DEVELOPMENT CENTER - Bill Miller

John and I would like to take some time to elaborate on points discussed in the slide presentation.

As Barbara has suggested, our different personalities, schools and assignments dictate that we will approach things differently. But by whatever methods, the efforts made to incorporate our programs into the total school have been of paramount importance. In my first meeting with the faculty of Shawnee Mission Northwest, I stated bluntly that career

education could not succeed without their help; that career education would not prosper viewed as an exercise taking place in one room handled by one person. We have worked with the school's departments and individual teachers searching for every possible way to incorporate career education into the school, and to solicit referrals from the teachers to the career centers.

By the same token, we have all worked very closely with our individual counseling departments to foster mutual help and referrals. Counselors have taken part in our mini-courses, and I am sure we have all cooperated in some counseling functions to help them.

It is our feeling that there is much more to be gained by becoming a part of the total school, than by being viewed as a "special" program.

You may have noted that out main target audience for the mini-course is sophomores. The slide presentation stated that the main objective of our program is to develop the "Career Oriented Individual." Within this context, a key objective of the mini-course is to encourage and help our students to make better use of the high school experience. The mini-course, therefore, serves not only as an introduction to careers, but as an indication of how the student's high school years can be used productively to enhance career goals. In the junior and senior years, we hope to offer more in-depth study of the seven career clusters identified. Programs now in progress dealing with this will be discussed by John.

It should be made clear that juniors and seniors are not denied access to these classes, and some special classes have been run for these students.

It has also been the juniors and seniors who have requested the greatest amount of individual counseling on a self-referred basis.

You should find in your folder a sheet of information entitled Mini Course Outline. I find it easiest to describe the course as a two-part process. The first part, which you see entitled Self Exploration, takes a student through a self evaluation of his/her: Interests, Aptitudes, Values, Career Plans, Educational Plans (High School and Post High School), and basic discussions on work and work values.

The second half of the course, Development of Career Skills, includes information on: how and where to find career information, how to evaluate career information, practice in use of the center's materials, (OVIS Handbook, DOT, OOH, K-VIEW, Card File, College and Vocational School guides). There is also an emphasis on decision making and basic job finding information.

It is worth noting that the program does not include a process of looking at one career after another. Rather, it is aimed at giving the student self insight and skills to use when they are ready. A great deal of encouragement is given for the student to return to the center at any time they desire, either to look at material or receive individual help. We try to make the mini-course as non-threatening as possible. There are no tests, no homework, no grades. There is also no credit. The class is 100% voluntary with students coming from study halls or making use of other free time.

Another aspect of the program I would like to discuss is the use of the

Career Advisory Board. The board is composed of a cross section of the work areas, reflecting the seven clusters. On the sheet in your folder entitled NW Advisory Board, you can see the make-up of my committee.

Some of the functions of the board are:

1. Representing the career program at School Board meetings on issues regarding career education.
2. Writing letters to area and state politicians on issues regarding career education.
3. Public relations contact with community orgarizations.
4. Assistance in requesting equipment and supplies for the center.
5. Advice on program direction.

Without going into detail, I can say my advisory board was solely responsible for getting a much needed structural change in my center, a project that no one within the school, from administration on down, could get any action on. Parents can often get action out of higher administrative bureaucracy faster than can ever be achieved through "normal" channels. The advisory board achieved in one week what we had been fighting for five months.

I would like to conclude my remarks by saying a word or so about the individual counseling involved in the program. All four of us in the program have degrees in guidance and counseling and try to reserve as much time as possible for individual counseling. We are most fortunate in that each of us has a secretary to handle the paper work, which helps greatly in providing time to meet students.

The most critical aspect of the program in terms of counseling, is that we soon discovered there is really no such animal as "Career Counseling".

That is, not unless you want to consider all other kinds of counseling as "Career Counseling". We find in sessions with students that we do: Academic Counseling, Educational Counseling, Personal Social Counseling, and in the case of the last semester senior who just realized it was the last semester, Crisis Counseling. As we have grown and worked with the programs of our Career Development Centers we have come to realize that any discussion of careers has total life implications, and therefore reflects the total person.

I would like to turn the podium over to John Stewart at this time to give you information on some other specialized phases of the program.

COMMUNITY CAREER CONSULTANTS - John C. Stewart

The Community Career Consultants (what we refer to as our CCC's) have added a valuable dimension to the community career education concept which we are pursuing in Shawnee Mission. Students need a source of information that provides specific kinds of career facts and feelings. Interested students want and need to know about the bad as well as the good, the sad as well as the happy, the routine as well as the adventuresome and interesting. This kind of information we have found can be best supplied by the CCC.

In every community there are eager individuals who are more than willing to assist in the Career Development process. They represent an almost inexhaustible resource from the industrial, the professional and the business worlds. They cover the entire gamut of occupations performed within the school community. They come from all levels of preparation - from top management to entry. Information provided by these CCC's can

help the student-decision maker view career areas through the practioner's eye, through experiences which may serve as exploratory, informational and/or motivational forces in the student's career development.

In developing the CCC program for the Shawnee Mission Schools many of the suggestions and procedures presented by Francis Burnett, Director of the National Career Information Center in Washington, D.C. were followed. Three general premises were established in order to recruit the Community Career Consultants.

1. Representative careers in each of the major cluster areas were identified.
2. The career areas had to include the occupations commonly found in our general geographic and demographic areas, and
3. All levels of careers had to be represented in each cluster area.

Basically these three objectives were accomplished by employing career personnel during the summer to schedule appointments, meet in an interview situation with, and evaluate the possible contributions of individuals identified through community groups, business-industrial contacts, parents, schools, etc. who could and would participate in the CCC Program.

During these interviews essential philosophy and concepts of career education, as viewed by Shawnee Mission Career Development personnel was presented. Professionally prepared literature in the form of brochures was given to, and discussed with, the potential CCC. Topics of discussion, the goals of career development and methods of delivery were considered. Highly important during this interview were the guarantees given to the

prospective CCC. As you can see by the example form in the handout the CCC was given the opportunity to determine the number of times he or she might be available, the time of day, and the number of presentations on each visit. In addition, it was stressed that only students with strong interest in the specific career area would be involved in the CCC's presentation. This insures that the CCC program does not become a convenient way of filling a class period.

An additional brochure was prepared for the classroom teacher explaining the CCC Program, its goals and objectives and the procedural aspects. The Career Development Center assumes responsibility for all scheduling arrangements, clerical assistance, etc. The CCC is asked to evaluate in writing the student audience and the teacher cooperation in addition to the teacher evaluating in writing the CCC presentation. We feel this is necessary to insure compliance with the policies and to maintain good community-school relations. Presently nearly four hundred CCC's are actively maintained in our resource bank for the four high schools. Coordination of their presentations is conducted through a central scheduling procedure to insure that they are not "bothered" for additional presentations "outside of, or within" the Career Development Program. Students are encouraged to participate in as many career cluster presentations as possible. This multi-participation leads to greater career awareness and motivates the individual analysis of the dependency and/or independence of each occupational role. Ideally the CCC presentations are followed by post-presentation discussions and exploration, field-trips, personal interviews and observations, and actual on-the-job

shadowing or work experiences. At present in Shawnee Mission we are moving in these directions through our Exploratory Teacher Programs which I will talk briefly about shortly.

We believe that the full utilization of the CCC program, although only infantile in Shawnee Mission at present, offers five major benefits to the Career Development process.

1. Students have the opportunity for exposure and actual contact with the "real" working world,
2. The CCC program, when approached with the small-interaction group process stimulates meaningful dialogue between school and community,
3. Teacher and counselor participation in the Career Development process is increased,
4. It relieves the pressure on the Career Development Center personnel to be the "expert" in all areas of career endeavor and decision making, and
5. Provides the exploratory teacher program some of the resources necessary to introduce Career Education to the regular classroom.

It may seem trite to say "try it you'll like it" but we feel that it is the best way of telling it "Like It Is".

EXPLORATORY TEACHER PROGRAM - John C. Stewart

As we see it in Shawnee Mission the Career Development process centers around, but only begins with, the Career Center program. It is imperative to provide specialized services for students above and beyond the initial exploration and awareness stages provided through the direct activities

of the Career Center. The career exploration techniques developed through the continuous evaluation and reworking of these Career Center activities have demonstrated a need for expansion and specialization. Additional activities of in-depth exploration of general and specific tenative career choices are necessary to develop within the student a clear and comprehensive understanding of him or herself and how he or she relates to the world of work. The Career Coordinator, while being a specialist in career development, is not, primarily due to the great diversity of knowledge and experience necessary, able to be a specialist in each and every career cluster area.

Because of this student need, new programs were instigated these past two years on an experimental basis in Shawnee Mission, an exploratory teacher program in Health Careers at two schools and an Exploratory Teacher Program in Science Careers in one school. Based on the evaluation of these programs the expansion of the Exploratory Teacher Program is in process for all career cluster areas which are part of our present development program.

Exploratory teachers do not all function the same. Some are actually involved in specific curricular offerings, some act as resource personnel for their particular departments or career areas.
The schematics presented in the handout indicate the Exploratory Teacher Program which will be in operation in one of the five Shawnee Mission High Schools next fall.

The Exploratory Teacher in each area is responsible for organizing and

conducting career exploration activities within a given discipline of the school. Through the supervision and assistance of the Career Coordinator the Exploratory Teacher is responsible for activities which include:

1. Teacher In-service; familiarizing the classroom teachers within the given discipline with the activities, resources, and services available through the Exploratory Teacher and/or Career Development Center.
2. Coordinating and utilizing the Community Career Consultants (CCC's) in working with students interested in further pursuant of career information within the given discipline.
3. The providing of "mini-courses" and materials for teachers and students within the given discipline.
4. Organizing and supervising the student "shadowing" program when appropriate.
5. Providing visual aids for teachers and classrooms related to Career Development within the given discipline.

The schematic in the brochure indicates a summary of the Exploratory Teacher cluster areas for next year. As you will note most of the Exploratory Teachers are not teaching specific classes designated: "Careers in Whatever", but are working with teachers within disciplines to increase the career education activities available to students within the existing curricular areas.

We are not, however, and I stress <u>not</u> expecting every teacher to "do career education" for we all know that is impractical and improbable if not impossible.

How does it work? Let me take two examples, one from the Health Careers area which has now been fully functioning for two years, and one from science which was experimental this year.

The Health Careers Exploratory Program is a curricular offering credit course which is basically a one-hour one semester offering during the junior year, and a three-hour - three credit offering during the senior year. The junior course concentrates on three major activities with the students previously identified through the Career Center activities.

1. Exploration of health occupations
2. Anatomy and medical terminology
3. Self-awareness

The senior program offers in-depth work in the two major areas, in addition to a continuous effort in the three areas emphasized in the junior level class. The first of these major areas is a serious and concentrated treatment of physiology and the understanding and use of medical terminology. The second of these is the "real meat" of the program - the actual shadowing experiences of students, and remember these are untrained high school seniors, in real life health career positions. This past year students from the particular high school which I am associated with received l.j.t. experiences in five hospitals, each with different specialties, two dental clinics, three veterinarian hospitals, at least three other private medical related programs.

Similar programs, each unique to their own discipline, many of which

you are familar already, are currently functioning in the areas of D.E., O.E., C.I.T., food service and hospitality, horticulture, and fashion trades.

All of the above rely on in-class activities coordinated with o.j.t. experiences and opportunities. The additional Exploratory Teacher Programs to begin full-force next fall include the career cluster areas of the Arts, Science and Engineering, Social Service, and Communication. My example of how this "type" of Exploratory Teacher functions, as I said before, comes from our Science Exploratory Program.

Additional planning time is essential for the Exploratory Teacher to become the "expert" in Science careers, to develop materials, resources, and establish positive communication patterns within the discipline area. Basically this type of Exploratory Teacher is responsible for career development activities within the science area. To illustrate my example, let me give you two more examples of how our Science Exploratory Teacher has introduced science career information into the science discipline without requiring the regular science teachers to "do career education" in their classroom.

1. Good student approach
2. "Minis'" (job descriptions) and course plans

Exploratory Teachers become the "career counselor" for students, the coordinator of career activities within the discipline, and a community public relations person. For all practical purposes he/she becomes the "specialist".

Our program is only beginning - the prognosis looks great - the community and patrons support it strongly, the students utilize it, and learn factual and experiental career information and the teachers do not seem to feel threatened. The career development possibilities appear to be endless, yet do not demand or require great financial investments in materials and buildings because the Exploratory Teacher Program utilizes the already existing community resources.

THE FUTURE - Steve Clegg

Shawnee Mission career education co-ordinators and district vocational directors view the present program as a growth process, an ongoing development of improvement through meeting both individual and community needs. Although the career educator does not have sufficient time for studying the feasibility and need of all new programs which may be incorporated, district directors do have the responsibility to investigate how manpower, time, and money can be best utilized or best be found to improve the existing framework.

The following are suggestions for future implementation; such suggestions are not listed according to priority.

1. Implement a job placement program with follow-up study of such program;
2. Add exploratory teachers;
3. Make additions to career materials such as Know-How Packets (i.e., "How to Write a Resume,", "How to Write a Letter of Application.");
4. Provide additional career testing for undecided students;
5. Utilize the Stanford University Talent Search;

6. Expand career awareness into junior high schools through usage of the D.A.T.;
7. Open the career centers to include adults during the evenings and students in the summer.
8. Refine the Community Career Consultant Program;
9. Expand career information files in career centers;
10. Develop mini-job description notebooks for career cluster areas;
11. Organize the D.O.T. on lower reading levels;
12. Refine career information for usage by learning disability students and handicapped students;
13. Present the career development center concept to local civic organizations.

At no time do we think our program is the best or the most complete. New ideas constantly are sought through literature, experience, and fellow counselors; therefore, the career program supplements and expands counselor effectiveness in the school and the community.

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